DOCUMENT RESUME

ED 190 180 JC 800 447

AUTHOR Huguley, Sally H.
TITLE An Investigation of Plans and Procedures for Increasing Student Enrollments in Selected Southern California Community Colleges.
PUB DATE Jul 80
NOTE 65p.: Graduate seminar paper, Pepperdine University

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Administrative Problems; Administrator Attitudes; *Community Colleges; Declining Enrollment; Financial Support; Literature Reviews; Marketing; *Program Effectiveness; *Public Relations; *Student Recruitment; Teacher Attitudes; Two Year Colleges

ABSTRACT

A study involving interviews with administrators at seven randomly selected Southern California community colleges was conducted to identify the marketing strategies undertaken by these institutions to increase student recruitment. During the interviews, respondents were asked to: (1) outline the functions of their public relations office; (2) identify the marketing techniques they have used and those that have proven successful in increasing enrollments; (3) discuss the problems encountered in applying these techniques; (4) indicate the attitudes of faculty, staff, and administrators toward recruitment activities; and (5) enumerate any future plans to increase enrollment. Major findings revealed that mass mailings of college catalogs, brochures prepared for specific target groups, high school visitations, orientation programs, retention efforts, and the creation of programs designed to attract non-traditional students were among the most effective recruitment strategies. Lack of financial resources was the problem most often encountered in attempting to increase enrollment. Only one of the seven colleges had designed and administered a formal measurement tool to assess recruitment activities. The study report analyzes findings for each of the seven colleges and provides a review of the literature on marketing strategies in community colleges. A bibliography and the questionnaire are included. (JP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED190180

AN INVESTIGATION OF PLANS AND PROCEDURES FOR INCREASING STUDENT ENROLLMENTS IN SELECTED SOUTHERN CALIFORNIA COMMUNITY COLLEGES

An Investigative Paper

Presented to

Dr. B. Lamar Johnson

Pepperdine University

In Partial Fulfillment

of the Requirements for

Education 706

By

Sally M. Huguley

July 1980

JC 800 447

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sally Huguley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TABLE OF CONTENTS

LIST OF FIGURES iii

Chapter

I. INTRODUCTION 1

Statement of the Problem 3
Purposes of Study. 3
Importance of the Problem. 4
Method of Study. 5
Scope and Limitations. 5
Definition of Terms. 5

II. REVIEW OF THE LITERATURE 7

Bellarmine College 11
Moraine Valley Community College 13
Prince George Community College. 16
East Arkansas Community College. 20
Summary. 24

III. RESULTS OF INTERVIEWS WITH ADMINISTRATORS AND STAFF FROM SEVEN SOUTHERN CALIFORNIA COMMUNITY COLLEGES 26

Coastline Community College. 26
El Camino College. 28
Glendale Community College 30
Los Angeles Harbor College 32
Los Angeles Southwest Community College. . . . 33
Los Angeles Valley College 37
Santa Monica College 38
Summary. 39

IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 41

Summary. 41
Conclusions. 48
Recommendations. 50

REFERENCES. 53

BIBLIOGRAPHY. 56

APPENDICES. 59

LIST OF FIGURES

Figure

1. Marketing Strategies. 18

2. Publics with Which the President Manages Exchanges 21

3. Los Angeles Southwest College Summary of Recruitment Activities 35

CHAPTER I

INTRODUCTION

Prior to the 1960s, community colleges were viewed as "second-class" citizens in the world of postsecondary education. Unlike four-year colleges and universities, community colleges were seen as being for the less qualified students, the vocationally oriented, the poor and for those who could not gain admission into the established institutions.[1]

Suprisingly, an unexpected change occurred during the sixties which resulted in the expansion and growth of community colleges across the nation. In fact, in 1975, the National Center for Education Statistics reported one-half of all freshmen were attending community colleges and approximately 36 percent of all enrollments in postsecondary education were in community colleges.[2]

The student consumer had suddenly seen the community college as a viable alternative. Students recognized the opportunities that community colleges seemed to offer; a chance to start college at a minimum cost, innovative programs, evening and weekend classes and convenient locations.

> This alternative became a first step for many who were being denied educational opportunities. Even the traditional middle-class student began to see the first two years at a community college as a cost-saving option.[3]

In 1976, however, another change occurred which caused

immediate concern amongst community college administrators. For the first time in twenty years, student enrollment figures remained the same and in some community colleges located away from population centers, enrollment dwindled as much as 10 to 20 percent.[4]

Today, in 1980, the projected college enrollment figures are even less promising. A major factor contributing to this phenomenon is the reduced number of high school graduates due to the lower national birth rate.

> Already this year (1980) the National Center for Education Statistics has reported a slight decrease in the number of high school seniors; that figure is expected to fall further and may shrink by as much as 25 percent by 1992.[5]

Another influential factor contributing to the dwindling enrollment in community colleges is the increased competition for students by four-year institutions. Ironically, four-year institutions are now competing with community colleges for the students they traditionally provided little or no educational opportunities. Today, four-year institutions are providing remedial services, increasing financial assistance, and offering classes at times which would allow students to continue working full-time.

Since the fiscal stability of the community college is dependent upon steady and climbing enrollments, many community college administrators are seeking means to increase enrollment, reduce attrition, and identify segments of the population who are not being served. Community colleges are cautiously looking

at the principals of marketing, which has the potential for accomplishing these goals.

Statement of the Problem

The 1980s are introducing a new era to the community college--an era of declining enrollments, reduction of revenue, "market" competition and increased student consumerism. If community colleges are to survive this new era, measures must be taken to increase enrollments, reduce attrition, identify segments of the population who are not being served and make college services and instruction responsive to the needs of the student consumer.

Community colleges can successfully meet the varied needs of today's students and are tasked with increasing the public's awareness of the services they offer. Due to limited resources, it is imperative that the techniques utilized to accomplish this task be successful. In addition, since recruitment activities are sometimes met with opposition by faculty and administrators, it is also important that recruitment activities uphold ethical standards.

The problem, therefore, becomes one of implementing recruitment techniques that are effective and ethical.

Purposes of Study

The purposes of this study are:

1. To identify and report plans and procedures used in selected southern California community

colleges for increasing student enrollment.

2. To identify and describe plans and procedures used in selected southern California community colleges which are reported to be successful in increasing student enrollment.
3. To identify problems encountered in attempting to increase student enrollments in selected southern California community colleges.
4. To identify suggestions for resolving--or at least alleviating--problems relating to number three above.
5. On the basis of the findings of one through four above, make recommendations for improving the effectiveness of plans and procedures for increasing student enrollments in selected southern California community colleges.

Importance of the Problem

Faced with declining enrollments, community colleges must search for alternatives to reverse this trend. The techniques chosen to increase enrollment must be effective and meet with the approval of faculty, staff, regulatory agencies and the community.

It is hoped that this study will provide community college administrators with information about the effectiveness of current recruitment activities in community colleges.

Method of Study

Following a review of the related literature, the interview was used to obtain information for this study. Interviews were conducted either in person or by telephone with administrators and staff from seven randomly selected southern California community colleges (appendix A).

Scope and Limitations

This study was limited to a review of the related literature within the past seven years and interviews with administrators and staff members from seven southern California community colleges. The community colleges surveyed were selected at random. Five of the interviews were conducted on the campus being studied and two were conducted by telephone. All of the respondents were asked the questions on the interview questionnaire in appendix B. During some of the interviews, however, additional questions were asked as a means of clarification.

Definition of Terms

To facilitate interpretation of data presented in this study, the following terms have been defined:

1. Market (n). A geographical area of demand for commodities
2. Market (v). To sell
3. Marketing. The assessment of community and individual needs, the development of promotional and delivery strategies that are responsive to those

needs, and evaluation techniques for measuring the effectiveness of those strategies [6]

4. Recruit. To enlist or enroll new members
5. Recruitment. The process by which new members are enlisted or enrolled within an organization
6. Target (n). A goal to be achieved
7. Target (v). To set as a goal

CHAPTER II

REVIEW OF THE LITERATURE

Community colleges, after experiencing a decline in enrollment in 1976, began looking cautiously at marketing as a means to increase enrollment, reduce attrition, identify segments of the population who are not being served and make college instruction and services responsive to the needs of the student consumer.

The concept of marketing in higher education is often misunderstood and viewed suspiciously by faculty and administrators who associate marketing with the "hard-sell" Madison Avenue approach. Those who oppose the application of marketing in higher education feel that it is unethical to "sell" education. Futhermore, they feel this "selling" implies that if a consumer purchases the product, the educational institutuion would, in turn, have to guarantee the purchaser a job or some other tangible reward.[7]

Dr. Patrick J. Montana, editor of the book entitled Marketing in Nonprofit Organizations, admits that not all marketing techniques widely accepted in the business world will work in the nonprofit sector, but some can work very well. He adds that although there are significant differences between profitmaking and nonprofitmaking businesses, they both use elements of the

same marketing process.[8]

Phillip Kotler, a leading authority in the field of marketing in nonprofit organizations, defines the purposes of marketing as it applies to nonprofit organizations:

> Marketing is the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offering in terms of the 'target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate and service the markets.[9]

In an article entitled, "Marketing the 'Un-Cola' College," Dennis L. Johnson expresses Kotler's definition of marketing in its most basic terms: "Marketing is little more than learning about, and servicing, constituency needs in a responsive manner."[10] He further comments on the responsibility of community colleges in servicing the needs of their community and how marketing has the potential for assisting the college in meeting this responsibility:

> The Census Bureau reports that seven of 10 men and women maintaining families do not have formal education beyond high school. It would seem that community colleges are in a position, both legally and morally, to serve this population. Marketing can develop the informational and communication methods to inform the seven of 10, and other potential 'customers' of the college's ability to serve.[11]

Even the most critical faculty or staff member opposing the application of marketing in higher education would have difficulty not agreeing with Johnson's and Kotler's definitions which support the effective delivery of the college's stated mission.

Some of the opposition toward the application of the discipline of marketing in higher education is due to recent reports of unethical recruitment practices at colleges and universities across the country. Dennis L. Johnson, in an article entitled "Managing Nonprofit Marketing," makes reference to the Carnegie Council on Policy Studies in Higher Education's report quoted by Malcolm G. Scully (1979). The report warned that:

> Signs are proliferating that some colleges and universities--and some of their students--are engaging in ethically dubious, if not illegal, behavior. Increasingly desperate efforts to enroll and retain students in the 1980s and 1990s could accelerate the ethical deterioration already apparent in some parts of academic life."[12]

Excerpts of the final report of the Carnegie Council's report was published in the January 28, 1980 issue of the Chronicle of Higher Education. The report set forth some of the fears expressed by individuals within higher education--"colleges and universities will compete for ever more scarce students in destructive ways--including false advertising, easy academic credits, soft courses and grade inflation. To an alarming degree, some of this happened even before total enrollments started to go down.[13]

In another article entitled "Integrity Crisis Looms for Universities," published in the June 20, 1980 issue of the Los Angeles Times, authors Jim Schutze and Bob Rivard reported some specific examples of questionable practices and fraud which surprisingly, were not limited to the obvious "diploma mill" institutions, but also in schools that have good reputations.[14]

One example of fradulent practices included in this

article was revealed by a study completed by the General Accounting Office (GAO).

> . . .a school catalogue. . .described its two-year associate degree program in business management as 'designed for those who seek employment as business executives in mid-management upon graduation.' The graduates might seek but they would not find, the study said. The placement department was unable to find one example of a school graduate who obtained such a position.[15]

Maureen Mackey, in an article entitled "The Selling of the Sheepskin," warns colleges that this sort of misrepresentation could lead to lawsuits: ". . .New students are indeed behaving like customers, expecting appropriate value when they respond to advertising claims and make a purchase."[16] Mackey further added that the courts consider these lawsuits justifiable because a legal contractual relationship exists between the institution and the student--the institution makes the offer by advertising for students; a student, by registering, accepts; and the payment of tuition seals the contract. The statements in the college catalog are the terms of the contract.

Although there have been several reports recently, citing examples of unethical and fradulent practices in a few American colleges and universities, institutions of higher education have implemented effective recruitment techniques without surrendering academic excellence. Following are examples of colleges surveyed in the literature with successful recruitment programs.

Bellarmine College

Although this study is primarily concerned with recruitment practices at community colleges, Bellarmine College, a four-year private institution implemented recruitment techniques which would also be applicable to recruitment in two-year public institutions.[17]

Bellarmine College, located in Louisville, Kentucky, had experienced a decline in enrollment from 2,021 students in the Fall of 1973--a decrease of approximately 35 percent. In the article entitled, "Programs That Work at Bellarmine College," Eugene V. Petrik, President of Bellarmine, states that:

> Prior to 1973, Bellarmine had been a 'product-oriented' institution. . .An almost fierce commitment to its liberal arts tradition rendered it virtually incapable of making adaptive responses to its environment through fear of prostituting this tradition.
>
> The Bellarmine of today is a 'market-oriented' institution. It strives constantly to assess the educational needs of its community and to respond quickly and with high quality to these needs.[18]

An example of Bellarmine's responsiveness to the needs of their community is exemplified in a program Bellarmine developed in conjunction with the Baptist Hospital School of Nursing in Louisville. The hospital was dissatisfied with the quality of the general education elements of its nursing curriculum, and they did not want their patients to have to absorb the cost of the nursing training program. Bellarmine College had faculty and laboratory facilities which could offer the general education requirements of the Hospital's nursing curriculum. A contract was

entered between Bellarmine and Baptist Hospital under which students come to Bellarmine for a year of general educational preparation prior to beginning their nursing training. These students are regular Bellarmine students, they pay the normal tuition and are eligible for financial aid, which was not available to them as Baptist Hospital students. Consequently, this program is beneficial for everyone concerned and has been fundamental to the recent success of Bellarmine.

Bellarmine has also used the following methods successfully in building "bridges" to its community:

--Advertising; e.g., television, radio, newspaper ads, billboards, and signs on buses

--Information gathering; questionnaires, telephone surveys and community meetings for the purposes of stimulating ideas and evaluating existing programs

--News stories; providing media with good stories

--Publications; newspaper, brochures and special events

--Special events; guest speakers, recreational and social activities, rental of college facilities by community interest groups and awards to important citizens

--Getting involved; president, faculty and staff getting involved in civic affairs

--Admissions Office; admissions staff serving as identifiers of new markets

As a result of a reversal of thrust from a "product-oriented" to a "market-oriented" institution in the Fall of 1978, enrollments increased from 1,306 in 1973 to 1,851--about a 42 percent increase. Petrik also notes that the ACT and SAT scores of entering freshmen had improved, new faculty members were added, faculty salaries raised, donations increased and their budget balanced for the past four years.

Moraine Valley Community College

Lorna Lee Rinck, in a study entitled Current Recruitment Practices in Community Colleges and Other Post-Secondary Institutions, describes how Moraine Valley Community College in Palos Hills, Illinois, used marketing as a planning tool for the development of a comprehensive recruitment program.[19]

For the first time in their ten year history, Moraine Valley Community College experienced a decline in enrollment. This fact prompted the development of a marketing model, implemented in 1978, which contained four major components:

1. Target group identification
2. Recruitment plan
3. Implementation
4. Monitoring of plan, and evaluation

A brief description of the target group identification and recruitment plan follows:

Target Group Identification

Three groups of students were identified:

1. Students who graduated from high school in June 1977 and were attending Moraine Valley Community College in Fall 1977
2. Students currently enrolled in career or transfer programs
3. Students who were enrolled at Moraine Valley high schools. Recent high school graduates were subdivided into three groups:
   a. Graduates of local public high schools
   b. Graduates of local private high schools
   c. Graduates from other high schools

A survey was then conducted to determine what percentage of high school graduates from each group enrolled at Moraine Valley Community College. The college was able to identify four local high schools with an extremely low participation rate.

Recruitment Plan

The recruitment plan was subdivided into two major components, the high school plan and the community plan. A recruitment task force was formed to develop the recruitment plans. All recruitment efforts had to be approved by the coordinator of the task force. A staff member was selected to monitor the plan and make sure deadlines were met.

High school plan. The high school plan consisted of the following activities:

--College programs that were no longer attracting students were identified and later revised or discontinued

--Program brochures, specifically designed for the high school audience, were distributed to the local high schools where participation rates in Moraine Valley's programs were low

--The Moraine Valley administration met with the administrators, counselors and faculty of the high schools with low participation rates to explain new and revised programs at Moraine Valley Community College

Community plan. In order to make the public aware of the services offered at Moraine Valley Community College, the following activities were implemented:

--Visitations to shopping centers in communities with low participation rates

--Program news releases in all community newspapers

--General news releases in targeted community newspapers

--Information centers in communities with low participation rates

--Bank mailer outlining Moraine Valley's course offerings and services to depositers in targeted communities

--Advertising the beginning of all registration by moving signs in targeted communities

--Reorganization of the Fall mailer to emphasize targeted programs

--Solicitation of new names and addresses to be added to Moraine Valley's mailing list

According to Rinck, Moraine Valley was to conduct an evaluation of their recruitment efforts during the Fall of 1978. As of Spring 1980, this author found no literature describing the effectiveness of Moraine Valley's 1978 recruitment program. The author can only assume that an enrollment increase was achieved and if not, at least the College benefited by offering new and revised programs that would hopefully provide meaningful educational opportunities for the community.

Prince George Community College

In the article entitled, "Implementing the Marketing P[illegible]," Ernest Leach describes a four-stage marketing plan that was implemented by Prince George Community College, Washington, D.C., in 1976.[20]

The four-stage marketing plan evolved as a means to increase enrollment from recommendations of the college's task force on marketing strategies.

The first stage of the plan was the "service stage" which identified segments of the community population who have not been provided with relevant college programs and services.

New "target markets" were identified and the needs of these potential students were assessed. The results of the needs assessment revealed a need to make learning, support and outreach services responsive to the needs of a student population that was older, part-time, minority and female. These "new students," together with the more traditional sources, were categorized into four potential "target markets":

1. Prince George's Community College Students
2. Prospective Students
3. Community Adults
4. Junior and Senior High School Students.

The second stage in the plan was the "promotional stage". Leach observes that promotion is often considered the sole component of a marketing program but it is, in fact, only one part of the total marketing concept.

In view of the new era of increased student consumerism, students were provided with adequate information (brochures and other publications), so as to enable prospective students to make informed choices about their educational options.

Several marketing strategies were suggested (figure 1). In some instances the operating procedures required minor modifications, while others needed thorough review and additional college rsources. A staff or faculty member was assigned to each strategy and its implementation had to be completed by an assigned deadline date.

Figure 1

MARKETING STRATEGIES

Target Market	Strategy	Type	Strategy
P.G.C.C. Students	Promote credit courses with community service students.	Learning	Revise course syllabi to include expected instructional outcomes.
	Centralize all College mailing lists.		Develop internship programs for arts and sciences students.
Prospective Customers	Staff College information booths with student assistants.		Offer concurrent enrollment in developmental programs.
	Prepare outdoor directory signs for all College buildings.		Develop courses in study skills and career planning.
	Develop communication skills workshop for registration and admissions personnel.		Develop a pilot academic skills improvement course for able learners.
	Install special telephones for registration information.		Develop a communications skills center (summer and weekend program).
Community Adults	Promote College programs with senior citizens.		Expand tutorial services to support classroom learning.
	Inform county residents of daily and weekend events on campus.		Develop alternative instructional modes for more courses.
	Contact all city mayors in the county.		Increase number of programs available in learning labs.
	Establish information centers in shopping malls and libraries.		Develop programmed self-directed registration packet.
	Send letters and brochures to all churches and civic associations.	Support	Develop improved faculty advisement manual.
	Prepare general information posters for libraries, banks, and businesses.		Schedule advisement seminars for faculty.
	Prepare combined class schedule for mailing to all county residents.		Identify undecided students.
	Staff information booth at county fair.		Implement on-line registration.
Junior and Senior High School Students	Host College/Career Fair for high school students on campus.		Offer diagnostic tests for study skills.
	Schedule divisional and departmental articulation meetings with county school faculty.		Develop self-accessing slide/tape on study skills.
	Send letters to 3,000 graduating seniors.		Implement third week warning letter for non-attenders.
	Host luncheon for all county school principals.		Implement career development center.
			Implement on-line CVIS (computer vocational information service) program.
		Outreach	Expand credit offerings in summer sessions.
			Expand day and evening credit courses at Goddard Space Center, county administration building, Andrews Air Force Base, and county high schools.
			Increase counseling and advising support at Andrews Air Force Base.

Source: Community and Junior College Journal
December-January 1977-1978

The "delivery stage" was the third stage in the plan and its aim was to reduce unwarranted attrition by delivering learning, support and outreach services at times and locations that were convenient for the students. Leach emphasizes that delivery is the key to an effective marketing process that is dependent upon repeat business and customer satisfaction.

The fourth stage, the "evaluation stage," was considered an integral part of each of the other stages. The "evaluation stage" attempted to assess the effectiveness of the promotional and delivery strategies in meeting the needs of the organization, the student and the community. Assessment components which were designed for promotional strategies included the following: telephone surveys to measure the effectiveness of brochures mailed to the homes, cross-checking names of shopping mall and library contacts with actual enrollees, tabulating the number of telephone inquiries in response to the brochures and administering questionnaires to enrollees asking how they learned about the college. Leach adds that the lack of sophisticated measurement tools for assessing the effectiveness of learning and support services contributed to the difficulty of evaluating the program's delivery strategies.

Since the implementation of this four-stage marketing plan, Prince George College has experienced an increase of 15 percent in student head count and 12 percent in credit hours. Leach concludes that although these percentages may lend credibility to the promotional strategies, is is too early to determine the impact of

delivery stragegies on student attrition.

The role of the president in the recruitment process cannot be overlooked, stated Robert I. Bickford, President of Prince George Community College, in an article entitled, "The President as Marketer."[21]

The president is responsible for managing the college's exchanges with its board, local, state and federal governmental agencies, current and prospective students, faculty and administrative staff, businesses, community interest groups and many more publics that are interested in contributing resources or obtaining benefits from the college (figure 2). Bickford believes that the president's management of exchanges between the college and such diverse publics, places the president in the role of key marketer for the institution.

According to Bickford, the president's ability to successfully manage the college and its various publics is crucial because a change in one relationship may negatively impact upon another relationship. For example, the community may encourage the college's efforts to increase enrollments, but an increase in enrollment may be viewed with alarm by the public agencies required to supply additional fiscal support.

East Arkansas Community College

In the article entitled, "Recruitment Methods for a Community College," Dr. Artemio Guillermo and Steve Murray provided data from a survey conducted to assess the effectiveness of the

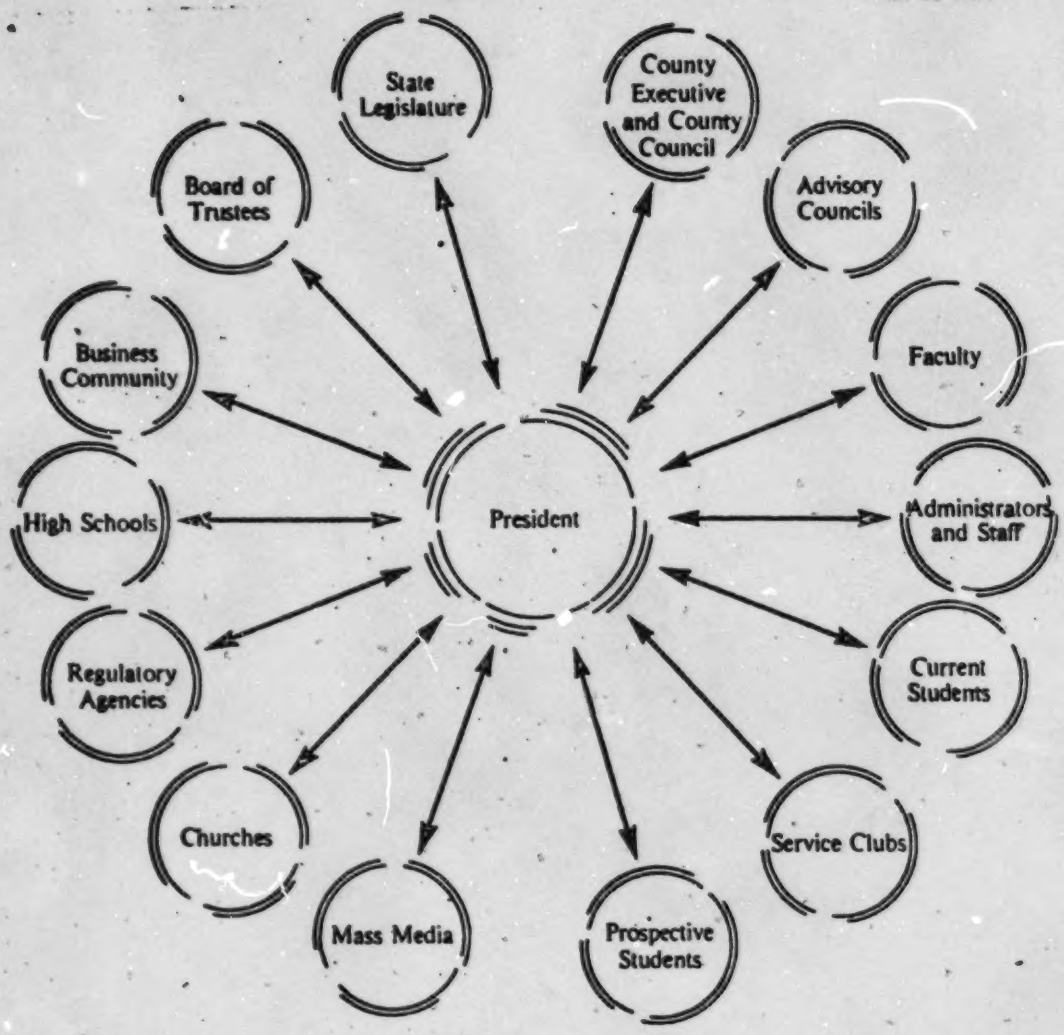

Figure 2

Publics With Which the President Must Manage Exchanges

Source: Robert Bickford, "The President as Marketer." Community and Junior College Journal, (April, 1978), p. 15.

current recruitment methods utilized at East Arkansas Community College, located in Forrest City, Arkansas. The study also analyzed responses to determine if the success of a recruitment effort is dependent upon the student's sex and race; however, this report will include only the results of their survey which were irrespective of sex and race.[22]

According to Guillermo and Murray, their study appeared to be the first of its kind conducted in the Mid-South; consequently, a survey questionnaire was the tool primarily used to gather information for their study.

The survey questionnaire was administered to a randomly selected sample of 422 students of the 953 students attending East Arkansas Community College. A total of 326 fully completed questionnaires was analyzed for their study. The questionnaire was compiled of three questions directly concerned with the recruitment methods utilized by the college.

The first question of the survey was "How did you learn about East Arkansas Community College?". Sources were provided and respondents were instructed to check as many sources as they wished. The sources used were:

1. Newspaper stories or advertising
2. Radio news or advertising
3. Mail--letters from the college president or brochures
4. Friend--alumni, student, or member of the community
5. Parents or relatives
6. High school counselor

7. Faculty or staff of East Arkansas Community College
8. Other

The majority of the respondents, 64 percent, indicated that they had learned about East Arkansas Community College from their friends. Forty-five percent of the respondents, the second largest percentage, said they learned about the college through newspaper stories or advertising. Other sources with good responses were parents and relatives, 23 percent, and high school counselors with 22 percent. The letters from the president, 18 percent, and radio news or advertising, 12 percent, were found to be the least productive.

The second question in the survey was, "What factors influenced your decision to attend East Arkansas Community College?". The possible responses were:

1. Financial
2. Academic reputation of the college
3. Location of the college
4. Best friends attend East Arkansas Community College
5. High school counselors
6. Parental influence
7. Other

Eighty-eight percent of the respondents indicated that the location of the college was the most influential factor in their decision to attend East Arkansas Community College. Financial reasons, which could be associated with the location of the college, had the second largest percentage with 43 percent.

The third question of the survey was, "Which of the following recruitment methods was important in helping you to decide about attending East Arkansas Community College?" Respondents could choose from the following:

1. Newspaper publicity
2. Radio publicity
3. College brochures
4. Recruitment programs
5. College catalog

The majority of the respondents indicated that the most important recruitment method in influencing their decision to attend East Arkansas Community College was the college catalog. The second most important recruitment method chosen was newspaper publicity; followed by college brochures. Recruitment methods considered of less importance were the recruitment program and radio publicity.

Guillermo and Murray concluded that the colege's dollars can best be spent for recruitment by emphasizing the convenient location of the college in the school's brochures, catalogs, newspaper publicity and advertising.

Summary

This chapter has summarized the evolving concept of the application of the principals of marketing in institutions of higher education as a means for planning, implementing and evaluating the institution's recruitment practices. Data was also provided about the effectiveness of recruitment techniques that are widely used in institutions of higher education.

The following chapter will provide information about the effectiveness of current recruitment practices implemented at selected southern California community colleges.

CHAPTER III

RESULTS OF INTERVIEWS WITH ADMINISTRATORS AND STAFF FROM SEVEN SOUTHERN CALIFORNIA COMMUNITY COLLEGES

Interviews were conducted either in person or by telephone with administrators and staff from seven randomly selected southern California community colleges (appendix A). All individuals interviewed were asked the questions on the questionnaire in appendix B.

Coastline Community College

The bulk of the responsibility for planning and implementing recruitment activities is the primary function of the Public Information Office, according to Mr. Jack Chappel, Public Information Officer and Assistant to the President.

The Public Information Office deals primarily with the preparation and distribution of promotional materials and Mr. Chappel provides input to other departmental offices that plan and implement activities which may have an impact upon recruitment.

The following methods are implemented for student recruitment at Coastline:

--Schedule of Instruction Book; a 104-page book describing all the courses offered by the Coastline Community College District

--Various brochures are designed for a special audience, location or course and mailed to residents correspondingly

--News releases and radio announcements

--Informational booths are set up at the Orange County Fair and local shopping malls

--Emeritus Institution; an extension of Coastline Community College designed for the elderly

In order to assess the effectiveness of the recruitment program at Coastline, Mr. Chappel conducted a survey of 500 Coastline Community College students to determine which recruitment technique attracted the most students to the college.

The largest percentage of respondents indicated the Schedule of Instruction book as being the most influential factor in their decision to attend Coastline. The second largest percentage of respondents said that they were influenced by friends and the third most chosen source was the site brochure which describes course offerings at the site nearest their homes. The results of his study also indicated that the news media as a source for recruitment was an insignificant factor; however, Mr. Chappel added that the college needs news advertising for on-going visibility.

Mr. Chappel described the success of the Emeritus Institution, which currently has an enrollment of approximately 4,000-5,000 men and women of retirement age. In addition, the Coastline site located in the Leisure World Community has experienced

an increase of three hundred registrants as a result of the dissemination of a brochure specifically designed to attract the elderly residents of the Leisure World Community.

Although Coastline College has not experienced a decline in enrollment, in fact, the Spring 1980 enrollment was up 18 percent over last spring and there was a 78-79 percent increase this summer, Mr. Chappel hopes that the college will establish a comprehensive marketing unit in the future. He feels that a comprehensive marketing unit is needed to evaluate, plan and implement activities that affect recruitment, but which are not necessarily promotional in nature. For example, the marketing unit can identify those programs that are no longer meeting the students' needs and make recommendations for the development of programs which would be meaningful to the student and the community.

Mr. Chappel feels that he has the full support of the faculty and staff at Coastline, but he adds that a college marketer needs a fairly strong personality to not bend to their demands to increase recruitment efforts for programs that are no longer attracting students. In his words, "If you increase the visibility of a bad product, more people will see that it is a bad product."

El Camino College

Although El Camino College has a Public Information Office which distributes promotional materials, the planning and implementation of recruitment activities has been handled through the Student Personnel Services office, according to Mr. Merle Sloan,

Vice President of Student Personnel Services.

The current recruitment activities implemented at El Camino are:

--High school visitations

--Mass mailing of class schedules with response cards enclosed

--Career expos; local business are invited to set up booths on campus

--Special programs that focus on the recruitment of the vocationally oriented, Guidance in Vocational Education (GIVE); the economically and culturally disadvantaged, Extended Opportunity Program (EOP); and other programs focused on the recruitment of the elderly, women, and the disabled

--Public events programs

--Cooperative-career education program

Mr. Sloan feels that the mass mailing of class schedules is the most effective tool for informing the community of the programs and services they offer.

Mr. Sloan sees a reduction of staff and revenue as a result of Proposition 13, complicating the college's attempts to implement recruitment activities. He adds that although the majority of the faculty approve of the college's recruitment activities, it is very difficult to convince some instructors that they, too, must play a part in the recruitment process.

For example, Mr. Sloan strongly believes that retention is a major tool for recruitment and instructors can do their part by contacting students who have consistently missed class meetings.

Mr. Sloan concluded by stating that since El Camino's average daily enrollment had been declining for the past three years, the college is moving toward a more "high-powered" recruitment program.

Glendale Community College

Mr. Dwayne Reinboldt, Dean of Admissions at Glendale Community College stated that Glendale has no formal recruitment office because it has not been necessary to attract more students to the college. He reported that their enrollment is 1,088 greater than last year, and due to limited facilities, they cannot admit many more students.

The district officer or the public information officer designs promotional materials with input from Mr. Reinboldt and the head of the counseling department, Dr. Harold Cochrane.

Following is an outline of the recruitment techniques utilized at Glendale Community College as described by Mr. Reinboldt and Dr. Cochrane:

--Mass mailing of class schedule
--Newspaper ads (placed only when enrollment is lagging
--College Day; high school students are invited to Glendale's campus
--High school visitations

--Film strip with synchronized narration

--Speaker's bureau; high schools contact Glendale to schedule faculty speakers

--College orientation program for potential and curent Glendale Community College students

--Pre-registration test for potential Glendale Community College students

--Special programs designed to attract a targeted audience; e.g. the vocationally oriented, potential business students, the economically and culturally disadvantaged and women

According to Dr. Cochrane, the high school visitations, college orientation program and the pre-registration test are the most effective methods in attracting students to Glendale. He adds that it is very important to develop rapport with the high school counselors because some counselors only encourage the less qualified student to enroll in Glendale's college orientation program.

One of the problems encountered in attempting to implement recruitment activities at Glendale is the duplication of recruitment efforts by other offices. For example, he described one incident in which an Extended Opportunity Program (EOP) counselor and another recruiter from Glendale were scheduled to speak at the same high school at the same time.

Financial support is another problem in attempting to implement their recruitment activities. According to Dr. Cochrane,

the district has not allocated any monies specifically for recruitment; therefore, the funds have to be solicited from various departmental offices.

Since the college has not experienced a decline in enrollment, there are no immediate plans to "step up" recruitment efforts, but Dr. Cochrane expressed his hopes that the recruitment program will be expanded to include a motion picture about Glendale Community College, a motor home outfitted for travel to various community locations, increased student participation in the recruitment program, and that Glendale take the College Orientation Program directly to the high school campuses.

Los Angeles Harbor College

At Los Angeles Harbor College, many of the recruitment techniques are not implemented until there has been a noticeable decline in enrollment, according to Mr. Jeff Flores, Department Chairperson of the Counseling Department and Acting Director of the Guidance Center.

The Counseling Department reports to the Assistant Dean of Student Personnel Services and in the recruitment process, serves as a liaison between the college and the local high schools.

The preparation and dissemination of promotional materials, such as newspaper publications and mass mailings of class schedules, are handled through the Public Information Office. The Counseling Department, on the other hand, implements the following recruitment activities:

--High school visitations

--Career fairs

--Visitations to local, public libraries

--High school counselors are invited to visit the college to learn about the college's programs and services

Mr. Flores feels that the techniques listed above are probably equally effective in attracting students to Harbor College.

Due to lack of facilities, there is not a strong commitment to increasing enrollment at Harbor College. Another problem facing the counseling department in their attempts to implement recruitment activities is the lack of revenue and staff. Mr. Flores added that finding means to transport high school students to the campus, and Harbor College's inaccessibility to potential commuting students, due to the poor public transportation system, is also a big problem.

Mr. Flores feels that the faculty is generally supportive of the college's recruitment activities, but some oppose the idea of holding evening classes, which he feels could possibly attract part-time and adult students.

In the future more attention will probably be given to retention, which is the most important recruitment tool, stated Mr. Flores.

Los Angeles Southwest College

Last fall there was a 23 percent increase in enrollment

at Los Angeles Southwest Community College. Mr. Neil Whitehurst, Public Information Officer, strongly believes that last fall's increase is directly related to the President's active involvement in the recruitment process. The president instills commitment in others, stated Mr. Whitehurst. Along with his other duties, the president, Dr. Walter C. McIntosh, is presently serving as Chairperson of Southwest's Recruitment Committee.

Mr. Whitehurst summarized the recruitment activities implemented at Los Angeles Southwest Community College (figure 3) and Mike Davis, head counselor of the Extended Opportunity Program (EOP) described some of the "unorthodox" techniques he utilizes in attempting to attract the economically and culturally disadvantaged to Southwest:

--Visitations to juvenile justice centers, welfare and unemployment offices

--Disseminating brochures, with a free bus ticket enclosed, to potential students

There is no coordination between the other office responsible for recruitment--the Guidance and Counseling Department --and his office. Mr. Whitehurst said he was generally uninformed about the recruitment activities implemented by the Guidance and Counseling Department; however, there are no plans to centralize recruitment activities because that one office will be viewed as being solely responsible for recruitment, which he feels can be unproductive. The lack of revenue was also indicated as a hindrance to implementing recruitment activities.

LOS ANGELES SOUTHWEST COLLEGE
SUMMARY OF RECRUITMENT ACTIVITIES

Media Contact

The Public Information office prepares and disseminates releases to the news media on a regular and continuing basis. During the registration period most of the releases emphasize that applications are being accepted and class registration is under way.

Public service announcements for both television and radio are prepared and distributed well in advance as requested by stations through the Southern California Broadcasters Association.

For the past three semesters L. A. Southwest College has prepared and distributed through community newspapers an 8-page tabloid which highlights instructional programs, student services and applications and registration procedures. The college has 149,000 distributed through the community papers.

The Public Information office has successfully attempted in the past two semesters to get the Los Angeles Times South Bay section to cover an instructional program with its own reporter and photographer.

Class Schedule Mailing

Los Angeles Southwest College mails approximately 20,000 class schedules to households of persons involved in noncredit activities on a Community Services mailing list maintained by that office. This list is thought to be a "highly interested" group who already know of the college. The class schedule then can outline classes and services.

High School Visitations

High schools in the L. A. Southwest College service area have been identified. During the school year, and particularly in the spring semester, a visit by a Southwest College counselor is made. This counselor has college catalogs and other information to distribute and usually shows a slide show developed by the Counseling department and the Public Information office.

Additionally, as his schedule permits, the Southwest College president, Dr. Walter C. McIntosh, calls on these "feeder" high school principals.

EOP&S Recruiters

A team of paid student recruiters have been put together with a leader who develops a specific schedule of events the team will attend to talk to people about Southwest College. These most typically are events in public parks. Additionally, the team has visited businesses and government agencies and distributed information about the college.

(more)

LASC Summary of Recruitment
-2-

Building Banner

During registration periods a permanent banner, 24 inches by 40 feet long, is stretched across the main entrance of the campus to remind returning students and encourage potential new students driving along busy Imperial Highway to "Enroll Now at L. A. Southwest College."

There also are two other large permanent signs (4x8 feet) near the entrance driveways with registration information.

Street Banners

Most semesters recently the college has professionally prepared banners with bunting placed over three busy intersections in the campus service area to encourage enrollment. The intersections were selected based upon traffic flow information obtained from the city and county traffic departments. Local laws allow banners to be used only one week at a time.

Figure 3

Source: Mr. Neil Whitehurst, Public Information Officer, Los Angeles Southwest College

Mr. Whitehurst was unable to specify which recruitment techniques, other than the president's active involvement in the recruitment process, has been successful in increasing enrollment because there has been no formal evaluation conducted. He indicated that in the future he hopes to design a tool which would measure the effectiveness of the recruitment methods utilized at Southwest.

Los Angeles Valley College

Mr. Austin Conover, Public Informatin Officer, is responsible for the planning and implementation of recruitment activities at Los Angeles Valley Community College.

Mr. Conover believes that the major purpose of preparing and distributing promotional materials and scheduling special events is to enhance the image of the college. Since the image of the college affects recruitment, recruitment becomes an incidental effort.

Los Angeles Valley Community College has a seven-fold approach to student recruitment:

--High school visitations

--Annual high school principals' and counselors' luncheon

--Valley College Days; informational booths are set up at shopping malls, libraries, etc.

--Door-to-door canvassing within a half-mile radius of the college

--Radio, TV and newspaper advertising

--Bagging; informational flyers are placed in each grocery bag at the local supermarkets

--High school activities held at the college; e.g. plays, social and recreational activities, etc.

Mr. Conover later added the Speaker's Bureau and posters to the list of L. A. Valley College's recruitment activities.

The door-to-door canvassing and "bagging" are the most successful recruitment techniques, according to Mr. Conover, but the major vehicle for recruitment is the mass mailing of class schedules. Due to union regulations, baggers have to be paid for placing the flyers in the grocery bags and door-to-door canvassing is too time consuming. In addition there are not enough student volunteers to go door to door as needed. Mr. Conover added that another problem is the lack of faculty interest and participation.

In the future there will probably be more emphasis on retention, and Mr. Conover hopes to design additional brochures and film a motion picture about Los Angeles Valley Community College.

Santa Monica College

According to Dr. Herb Roney, Administrative Dean of Community Services and Fine and Performing Arts, Santa Monica College has recognized that the first step in recruitment is to enhance the college's image. Consequently, a Public Relations Office will be establihsed very soon. The Public Relations Officer will report directly to the Assistant to the President.

The recruitment activities currently implemented at Santa Monica Colege are:

--Mass mailing of class schedules with a community services bulletin enclosed

--Radio and newspaper advertising

--A mini-van outfitted to visit shopping malls and other community locations

--Slide presentation

--Alumni Association

Dr. Roney believes that the mass mailing of class schedules is the most successful recruitment tool. He added that the other recruitment methods listed above are generally not implemented until a noticeable decline in enrollment is evidenced.

Every effort is made to use a "soft-sell" approach because some of the faculty and administrators have difficulty accepting the notion of "selling" the institution, stated Dr. Roney. The current recruitment techniques utilized at Santa Monica are acceptable to the group opposing a "hard-sell" approach. He added that financial support for recruitment activities is minimal, so everything possible is done to reduce costs; for example, brochures are hand stapled and the size and volume of the brochures have been reduced.

Summary

This chapter has provided information about the methods utilized to increase students enrollments at seven southern California community colleges.

The following chapter will summarize the findings of the related literature and interviews conducted with administrators and staff from seven southern California community colleges.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The primary purpose of this study was to investigate the current recruitment practices at selected southern California community colleges, and to rate their effectiveness in hopes that community college administrators may find the results of this study useful in the planning, implementation and evaluation of their recruitment programs.

A review of the related literature indicated that since 1976, student enrollments have been declining in institutions of higher education. As a result, there has been a recent upsurge of interest in the principals of marketing, as applied to higher education, by American colleges and universities. Advocators of the application of the discipline of marketing in higher education maintain that marketing, correctly implemented, has the potential for increasing enrollment, reducing attrition, identifying segments of the population who are not being served, and make college instruction and services responsive to the needs of the student consumer.

Increased recruitment efforts in the "scramble for students" by institutions of higher education has resulted, in some cases, in unethically dubious behaviors. Due to a projected increase in the decline of student enrollments, the situation

is expected to worsen. Reports of grade inflation, soft courses, easy academic credits, false advertising and other unethical and fradulent practices, has been recently revealed by the news media.

Despite the bad press, many colleges have implemented successful recruitment programs that meet with the approval of faculty, staff, regulatory agenices, and the community.

For example, in 1975, Bellarmine College, a four-year private institution located in Louisville, Kentucky, implemented a "market-oriented" recruitment program that resulted in a 42 percent increase in enrollment.

In 1976, Prince George Community College in Washington, D.C., implemented a four-stage marketing plan that resulted in a 15 percent increase in student head count.

Finally, Moraine Valley Community College in Palos Hills, Illinois, used marketing as a planning tool for the development and implementation of a comprehensive recruitment program. Although there appears to be no data available at this time, of the effectiveness of their recruitment program, it can be safely assumed that an increase in enrollment was achieved.

East Arkansas Community College, located in Forrest City, Arkansas, conducted a survey of 326 students of the 953 students attending the college, to determine which recruitment technique was most successful in attracting students to the college.*

---

*The results of the survey indicated that the location of the college was the most influential factor in the respondents' decision to attend East Arkansas Community College. The researcher concluded that the most effective use of the college's recruitment efforts could best be spent by emphasizing the college's convenient location in newspapter communication, the college catalog and other publications.

Following is an outline of some of the direct and indirect recruitment practices utilized at East Arkansas Community College and the other colleges mentioned above:

--The news media (TV, radio and newspapers) were provided with stories and advertisements

--General information posters were prepared for libraries, banks, businesses and buses

--Brochures were specifically designed to attract a special audience

--Information centers were set up at local shopping centers and other community locations

--Special events, e.g., plays, concerts, recreational activities, etc., were planned and implemented for the community

--High school college/career fairs were implemented to bring high school students to the college campuses

--Bank mailers, outlining course offerings and services, were distributed to depositors of banks in "targeted" communities

--Meetings were held with high school administrators, faculty and staff, and community interest groups, to stimulate new ideas and evaluate existing college programs

--Class schedule books were mailed to all residents in the local communities

--President, faculty and staff got involved in civic affairs to build a mutually supportive relationship with the community

--Formal assessments were conducted to identify the needs of the community and the student consumer

--College instruction and services were improved to provide the student consumer with meaningful educational opportunities

Interviews were conducted with administrators and staff from the following community colleges, all located in southern California, to identify current recruitment practices which are reported to be successful in increasing student enrollments, and to identify problems they have encountered in attempting to implement recruitment techniques. The community colleges surveyed were:

1. Coastline Community College
2. El Camino College
3. Glendale Community College
4. Los Angeles Harbor College
5. Los Angeles Southwest College
6. Los Angeles Valley College
7. Santa Monica College

Following are the direct and indirect recruitment techniques reported to be successful in increasing student enrollments at the community colleges surveyed:

--Mass mailing of class schedules and other college publications

--Preparation of brochures and other publications for a special audience, course or location

--High school visitations, college counselors visit local high schools to make presentations about the college's programs and services

--Door-to-door canvassing within a one-half mile radius of the college

--"Bagging"; placing informational flyers about the college's programs and services in grocery bags at the local supermarkets

--College orientation program for currently enrolled and potential students

--College pre-registration test for potential students

--College president's active involvement in the recruitment process

Some of the problems encountered in attempting to increase enrollments at the community colleges surveyed were:

--Lack of financial resources

--Shortage of staff

--Duplication of recruitment efforts within the college

--Limited facilities

--Lack of formal measurement tools to assess the effectiveness of current recruitment practices in increasing student enrollment

--Declining enrollment

--Lack of commitment and understanding among faculty members to the recruitment concept

Other data collected from the interviews provided the following information about the colleges surveyed:

1. Only one of the seven colleges surveyed had experienced a decline in enrollment
2. In three of the seven colleges surveyed, mass mailing of class schedule books were reported to be the most successful recruitment technique in increasing student enrollments
3. In four of the seven colleges surveyed, literature and special programs designed to attract the "new" student was mentioned as being a current practice
4. In three of the seven colleges surveyed, retention was mentioned as being an important tool for recruitment
5. Only one of the seven colleges surveyed mentioned the importance of the college president as marketer
6. In all seven colleges surveyed, the Public Information Office, or Public Relations Office is

responsible for the preparation and dissemination of promotional materials to the news media, potential students and the general public.

7. In five of the seven colleges surveyed, the Counseling and Guidance Office was mentioned as being responsible for the implementation of some recruitment activities; particularly, high school visitations
8. In five of the seven colleges surveyed, faculty members were described as being generally supportive of the college's recruitment activities
9. In six of the seven colleges surveyed, lack of financial resources was mentioned as being a problem encountered in attempting to increase enrollment
10. Only one of the seven colleges surveyed had designed and administered a formal measurement tool to assess the effectiveness of their current recruitment techniques in attracting students to the college
11. Only one of the seven colleges surveyed plans to develop and administer a measurement tool to assess the effectiveness of their current recruitment techniques in attracting students to the college

12. Only one of the seven colleges surveyed plans to establish a comprehensive marketing unit within the college

Conclusions

The following conclusions are drawn as a result of this study:

1. Since a substantial decline in student enrollments were evidenced at Bellarmine College, Prince George Community College and Moraine Valley College, the principles of marketing, as applied to higher education, were incorporated into their recruitment program as a means to increase enrollments, reduce attrition, identify segments of the population who are not being served and make college instruction and services responsive to the needs of the student consumer.
2. Since a substantial increase in enrollment was achieved at Bellarmine College and Prince George Community College, as a result of their "market-oriented" recruitment programs, credibility can be given to the marketing strategies implemented at these colleges.
3. Although none of the community colleges surveyed had developed a comprehensive marketing unit, certain marketing and recruitment techniques are being utilized within the college.

4. Since six of the seven colleges surveyed had not experienced a decline in enrollment, it is the researcher's conclusion that most administrators of the colleges surveyed, view their current marketing and recruitment techniques as being effective in maintaining and increasing enrollment, and see, consequently, no need to make a formal assessment of the effectiveness of their current recruitment practices.
5. Since data collected from five of the seven colleges surveyed indicated that the faculty were generally supportive of the college's recruitment activities, it is the researcher's conclusion that the faculty view the college's recruitment activities as being ethical and creditable.
6. The mass mailing of class schedule books was the most predominant recruitment technique reported to be successful in increasing student enrollments at the colleges surveyed.
7. Lack of financial resources is a predominant problem encountered in attempting to increase student enrollments at the colleges surveyed.
8. Since data collected from four of the seven colleges surveyed indicated that recruitment techniques have been implemented to attract the "new"

student, it is the researcher's conclusion that the colleges surveyed have recognized that the recruitment of new "markets" is a means to increase enrollment.

Recommendations

The following recommendations have been made as a result of this study.

1. It is the researcher's recommendation that one-day workshops or seminars be held with college personnel to emphasize the importance of maintaining and increasing enrollments to the survival of the college. This type of exposure may result in increased commitment and understanding among personnel to the recruitment concept. For example, administrators may be encouraged to allocate funds specifically for recruitment.
2. Every effort should be made to reduce costs when planning and implementing recruitment activities. For example, securing free publicity in community newspapers.
3. The shortage of staff does not have to be a hindrance to the effective implementation of the college's recruitment program. Faculty, student and alumni participation in recruitment

efforts can be increased. For example, they can accompany counselors in their visits to high schools, and make follow-up telephone calls in response to inquiries about the college. In addition, volunteers can be elicited from the community to assist with clerical duties, distribution of publications, telephone calls, etc.

4. Community colleges are not meeting the needs of their community if there is an expanding population wishing to enroll, but cannot, because of the college's limited facilities. The college can be responsive to the needs of their community by offering programs and services at various locations within the community.
5. Since the college's promotional strategies, including the preparation and dissemination of college publications, affects recruitment, promotional and recruitment strategies should be administered under one office. Lack of centralization may inhibit the effectiveness of the college's recruitment program.
6. Consideration should be given to retention as a tool for recruitment.
7. Community colleges should conduct a study to assess the effectiveness of the current

recruitment techniques utilized by the college to identify those techniques that should be discontinued or improved.

8. It is the author's final recommendation that community college administrators should give consideration to using the prinicples of marketing as a tool for the planning, implementation, and evaluation of the colleges' recruitment practices.

REFERENCES

REFERENCES

[1]Dennis L. Johnson, "Marketing the 'Un-cola' College." Community and Junior College Journal, 48 (December/January 1977-78): 14.

[2]Ibid.

[3]Ibid.

[4]Ibid., pp. 14-15.

[5]Maureen Mackey, "The Selling of the Sheepskin." Change, 12 (April 1980): 29.

[6]Ernest R. Leach, "Implementing the Marketing Process." Community and Junior College Journal, 48 (December/January 1977-78)" 21.

[7]Ibid., p. 20-21.

[8]Patrick J. Montana, ed., Marketing in Nonprofit Organizations (New York: AMACON, 1978): xii.

[9]Dennis L. Johnson, "Managing in Nonprofit Marketing." New Directions for Community Colleges, 7, 28 (1979): 58.

[10]Johnson, "Marketing the 'Un-Cola' College." p. 16.

[11]Ibid.

[12]Johnson, "Managing Nonprofit Marketing," p. 63.

[13]The Carnegie Council's Final Report." Chronicle of Higher Education, 28 (January 1980): 9.

[14]Integrity Crisis Looms for Universitites." Los Angeles Times, 20 June 1980.

[15]Ibid.

[16]Mackey, "Selling the Sheepskin." p. 31.

[17]Eugene V. Petrik, "Programs that Work at Bellarmine College." New Directions for Higher Education, 7, 27 (1979): 13-19.

[18]Ibid., p. 14.

[19]Lorna Lee Rinck, Current Recruitment Practices in Community Colleges and other Post-Secondary Institutions, (Bethesda, Md.: ERIC Document Reproduction Service, ED 169-996, 1979): 23-24.

[20]Leach, "Implementing the Marketing Process." pp. 21-24.

[21]Robert I. Bickford, "The President as Marketer." Community and Junior College Journal, 48 (April 1978): 14-16.

[22]Artemio Guillermo and Steve Murray, "Recruitment Methods for a Community College." The Journal of the National Association of College Admissions Counselors, 23 (February 1979): 17-19.

BIBLIOGRAPHY

BIBLIOGRAPHY

Bickford, Robert I., "The President as Marketer." Community and Junior College Journal. 48 (April 1978): 14-16.

"The Carnegie Council's Final Report," Chronicle of Higher Education. (January 28, 1980): 1, 1-12.

Coppock, G. Stephen. Student Recruitment for the Public, Two-Year College: A Mandatory Study of Institutional Viability. Bethesda, Md.: ERIC Document Reproduction Service, Ed. 165 852, 1979.

El Sharei, Patricia Paul. Implementing a Marketing Program in the Community College. Bethesda, Md.: ERIC Document Reproduction Service, Ed 164 075, 1979.

Fischer, Guerin A. Marketing a Community College: A Conceptual Framework. Bethseda, Md.: ERIC Document Reproduction Service, ED 156 280, 1978.

Guillermo, Artemio and Murray, Steve. "Recruitment Methods of a Community College." The Journal of the National College Admissions Counselors. 23 (February 1979): 17-19.

"Integrity Crisis Looms for Universities." Los Angeles Times, 20 June 1980.

Johnson, Dennis L. "Managing Nonprofit Marketing." New Directions for Community Colleges. 7, 28 (1979): 55-64

Johnson, Dennis L. "Marketing the 'Un-Cola' College." Community and Junior College Journal. 48 (December/January 77-78): 14-17.

Lahti, Robert E."New Markets for Community Colleges." Community and Junior College Journal, 48 (December/January 77-78): 8-11.

Leach, Ernest R. "Implementing the Marketing Process." Community and Junior College Journal. 48 (December/January 77-78): 20-24.

Mackey, Maureen. "The Selling of the Sheepskin." Change 12 (April 1980): 28-33.

Mazarell, Jack. "Despite Drop in Number of 18-Year Olds, College Rolls Could Rise During the 1980s." Chronicle of Higher Education. XIX (April 21, 1980): 1, 11.

Montana, Patrick J., ed. Marketing in Nonprofit Organizations. New York: AMACON, 1978.

Murphy, Patrick E. and McGarrity, Richard A. "Marketing Universities: A Survey of Student Recruitment Activities." College and University. 53 (Spring 1978): 249-261.

Petrik, Eugene V. "Programs That Work at Bellarmine College." New Directions for Higher Education. 7, 27 (1979): 13-19.

Renck, Lorna Lee. Current Recruitment Practices in Community Colleges and other Post-Secondary Institutions. Bethesda, Md.: ERIC Document Reproduction Service, ED 169 996, 1979.

Rosenburg, Sally. "Techniques for Effective Recruitment." Journal of the National Association of College Admissions Counselors. 23 (May 1979): 20-22.

APPENDICES

APPENDIX A

COMMUNITY COLLEGES SURVEYED

College	Respondents
Coastline Community College	Public Information Officer
El Camino College	Vice President of Student Personnel Services
Glendale Community College	Dean of Admissions
	Head of Counseling Department
Los Angeles Harbor College	Department Chairperson of the Counseling Department and Acting Director of the Guidance Center
Los Angeles Southwest College	Public Information Officer
	Head Counselor of the Extended Opportunity Program
Los Angeles Valley College	Public Information Officer
Santa Monica College	Administrative Dean of Community Services and Fine and Performing Arts

APPENDIX B

INTERVIEW QUESTIONNAIRE

1. What are the purposes or functions of the Public Information Office (or other office responsible for student recruitment) at _____College?

2. What are some of the techniques utilized to increase enrollment at _____College?

3. Which of these techniques have proven to be successful in increasing student enrollment at _____College?

4. What are some of the problems you have encountered in attempting to increase student enrollment at _____ College?

5. What is the general attitude of faculty, staff and administrators toward the recruitment activities implemented at _____College?

6. If there are no student recruitment activities at _____ College, do you feel there is a need for such activities now or in the future?

7. What future plans do you have for increasing student enrollment (including plans to improve current recruitment practices) at _____College?

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36

SEP 12 1980